

X REPORTING STUDENT PROGRESS

Philosophy

A good system of reporting student progress is one which helps build the student's self-respect and knowledge, social and emotional behavior, and spiritual and physical development. Saint Anselm School treats the reporting of student progress by use of four methods: personal conferences (in person or by telephone), Option C student academic progress reporting, report cards, and achievement assessment.

Parent Conferences

Parent/Teacher conferences are held formally once each year after the first trimester. This date is listed on your monthly calendar. These conferences are held so parents and teachers may exchange information about the student so that both may better serve the student's needs. Informal conferences may be requested by parents and/or teachers (in person or by telephone) as needs arise. Parents must make an appointment to speak with teachers in person so a mutually agreeable time for both may be chosen so all will be able to meet in the best possible conditions. Courtesy demands that parents must not be approached by teachers for school related discussion without an appointment, and the reverse is true for teachers. Parents must call the school office to leave messages regarding appointments for teachers, or they must write a note to the teacher requesting the appointment. **Parents may not call teachers at their homes.**

Student Academic Progress--OPTION C

Student Academic Progress Grades 1 to 8 may be monitored by parents daily through the use of Option C. Each parent will be given a password to go online to view student assessment grades and progress.

Report Cards

Report cards provided by the Archdiocese of Philadelphia are issued to students three times during the academic year so that parents are informed of their child's strengths and weaknesses in maintaining grade level skills. Parents should review the report card carefully and note any particular weakness so that they may guide the child in improving this particular curriculum area. Grades are based on total participation of the student: oral and written class work, assessment, projects, homework, etc. If a report card indicates that a student's work is not satisfactory, parents should confer with the teacher as soon as possible.

Achievement Assessment

The Archdiocese of Philadelphia has chosen the Terra Nova Assessment Test to be administered annually to the students in grades 3 to 7. This assessment takes place in the spring of the year. It is designed to follow a student's academic growth in each major curriculum area yearly.

Distribution of Report Cards

PK3	Two archdiocesan reports are provided by the school—one in January and one in June. Parents sign the report card envelope and return it in the envelope on the next school day.
PK4	Three archdiocesan reports are provided by the school at the end of each trimester. Parents sign the report card envelope and return it in the envelope on the next school day.
Grades K to 8	Three archdiocesan reports are provided by the school at the end of each trimester. See calendar for dates for the distribution of report cards. Parents sign the report card envelope and return the envelope only to the homeroom teacher on the next school day. Parents may keep the report card as printed by Option C.

Archdiocesan Final Assessment

This archdiocesan final assessment is given in June to students in grades 1 to 8. This assessment is given the same weight as a major test.

Archdiocesan Marking Code for Major Subjects on Report Cards

Grades 1-3

O	Consistently produces work of high quality
VG	Regularly produces work of high quality
G	Frequently produces quality work
S	Produces work of satisfactory quality
I	Produces work of inconsistent quality
U	Produces work of unsatisfactory quality

Grades 4-8

Numerical grades from 70 to 100
69 or below is recorded as an F
on the report card.

Marking Code for Tests, Projects, Reports, etc. in Major Subjects

Grades 1 -3

O	98-100
VG	92-97
G	85-91
S	76-84
I	70-75
U	69 and below

Grades 4-8

Same as above.

The Archdiocese of Philadelphia has in place a system for reporting to parents how their children conduct themselves in situations other than the classroom environment, i.e., traveling to and from and participating in liturgies and assemblies, school yard and lunch behavior, homeroom cooperation, etc. The homeroom teacher in consultation with the special curriculum area teachers will thus communicate to parents how the student, as a member of the school community, reflects Christian love and discipline by his/her words and actions.

Personal and Social Growth

Grades 1 to 3

Number indicates the level of performance the student has demonstrated

4 - Exceeding goals 3 - Developing Appropriately 2 - Needs Improvement 1 - Unsatisfactory

Grades 4 to 8

Number indicates the level of performance the student has demonstrated

4 - Exceeding goals 3 - Developing Appropriately 2 - Needs Improvement 1 - Unsatisfactory

Effort and Study Skills

Grades 1 to 3

Number indicates the level of performance the student has demonstrated

4 - Exceeding goals 3 - Developing Appropriately 2 - Needs Improvement 1 - Unsatisfactory

Grades 4 to 8

Number indicates the level of performance the student has demonstrated

4 - Exceeding goals 3 - Developing Appropriately 2 - Needs Improvement 1 – Unsatisfactory

Report Card Honors for Grades 4 to 8

Distinguished Honors

Major subjects which include Religion, Math, English Language Arts, Social Studies, and Science must have marks of 90 or above.

Minor subjects which include Music, Art, Physical Education, Computer Technology must have marks of 4 or 3.

Personal and social growth and effort and study skills must have a mark of 4 or 3.

Distinguished honors certificates are presented with report cards three times per year to those students who meet the above criteria.

First Honors

Major subjects which include Religion, Math, English Language Arts, Social Studies, and Science must have marks of 85 or above.

Minor subjects which include Music, Art, Physical Education, Computer Technology must have marks of 4 or 3.

Personal and social growth and effort and study skills must have a mark of 4 or 3.

Honors cards are presented with report cards three times per year to those students who meet the above criteria.

RETENTION AND CONDITIONAL PROMOTION POLICY

A. Retention

Students are recommended for retention only for very serious reasons. It is recommended that intervention take place as soon as possible in the form of private tutoring and/or remediation from CORA services or Title I services in our school to enhance student skills. A student who has a prolonged absence without sufficient homebound tutoring to ensure mastery of grade level skills would be a candidate for retention.

B. Conditional Promotion

Any student in grades 1 to 7 who fails two or more major subjects in the final column of his/her report card must attend a recognized summer school program or be tutored by a professional educator before he/she is admitted to Saint Anselm School in September of the following academic year. Reports stating the skills reviewed and the progress attained by the student must be sent by the teacher to the principal by August 20 so a decision regarding the continuation of the student's education in Saint Anselm School may be made. If the reports are acceptable, the student will continue in our school program. Parents of grade 8 students will be notified by January 31 if a student may fail in one or more subjects. Additionally, the school reserves the right to notify parents of grade 8 students at any time during the second or third trimester that a student is experiencing academic difficulty and may fail for the year. If, indeed, the student should fail a major subject, a diploma will not be awarded until satisfactory completion of a certified summer school program. Saint Anselm School does not provide summer school. Finding an appropriate summer school or tutoring program is a parent's responsibility.